

SENECA MIDDLE

810 West South 4th Street
Seneca, SC 29678

GRADES 6-8 Middle School

ENROLLMENT 893 Students

PRINCIPAL Gene E Williams 864-885-5016

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	18	23	4	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No

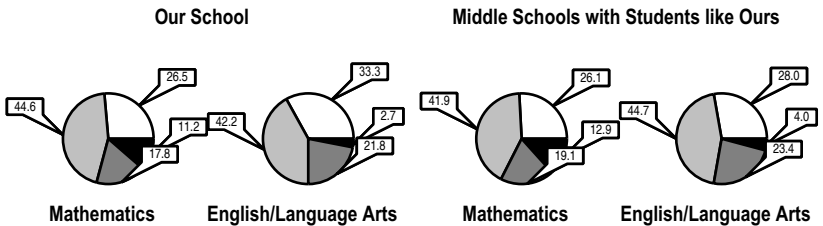
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

92.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	881	99.2	32.9	42.5	21.9	2.7	34.0	Yes	Yes
Gender									
Male	448	99.3	40.0	41.4	17.1	1.6	25.7		
Female	433	99.1	25.7	43.6	26.9	3.8	42.4		
Racial/Ethnic Group									
White	569	99.3	25.6	42.1	28.8	3.5	43.0	Yes	Yes
African-American	273	99.6	47.6	42.8	8.9	0.7	16.7	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	30	93.3	42.3	46.2	7.7	3.8	15.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	698	99.1	22.8	46.9	26.8	3.4	41.9		
Disabled	183	99.5	71.8	25.3	2.9	0.0	3.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	881	99.2	32.9	42.5	21.9	2.7	34.0		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	874	99.4	32.8	42.6	21.9	2.7	34.0		
Socio-Economic Status									
Subsidized meals	422	98.8	44.4	43.2	11.4	1.0	19.4	Yes	Yes
Full-pay meals	459	99.6	22.7	41.9	31.2	4.2	46.8		

Mathematics - State Performance Objective = 15.5%									
All Students	882	99.4	26.1	44.8	17.8	11.2	41.8	Yes	Yes
Gender									
Male	449	99.6	29.4	42.0	15.2	13.5	41.0		
Female	433	99.3	22.8	47.7	20.6	8.9	42.7		
Racial/Ethnic Group									
White	570	99.3	19.2	43.6	21.7	15.5	50.8	Yes	Yes
African American	273	99.6	42.0	46.8	8.9	2.2	21.9	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	30	100.0	11.5	57.7	26.9	3.8	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	698	99.4	16.8	48.4	21.2	13.6	49.9		
Disabled	184	99.5	61.7	30.9	5.1	2.3	10.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	882	99.4	26.1	44.8	17.8	11.2	41.8		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	875	99.4	26.0	44.9	17.9	11.2	41.9		
Socio-Economic Status									
Subsidized meals	422	99.1	36.6	47.2	12.1	4.0	26.3	Yes	Yes
Full-pay meals	460	99.8	16.9	42.7	22.9	17.6	55.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	289	99.7	28.3	40.1	25.3	6.3	31.6
	Grade 7	290	99.7	37.4	37.4	23.3	1.9	25.2
	Grade 8	262	99.6	37.2	41.3	16.6	4.9	21.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	298	99.3	38.2	38.6	21.2	2.0	23.2
	Grade 7	300	99.0	29.6	48.6	19.0	2.7	21.8
	Grade 8	284	99.3	30.4	42.1	24.3	3.2	27.5

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	289	99.3	18.6	36.4	26.0	19.0	45.0
	Grade 7	290	99.7	27.7	37.3	20.7	14.4	35.1
	Grade 8	262	100.0	30.8	46.2	13.0	10.1	23.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	298	99.3	23.5	49.8	13.7	13.0	26.6
	Grade 7	300	99.7	24.9	37.7	24.2	13.1	37.4
	Grade 8	284	99.3	30.4	47.5	15.7	6.4	22.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 893)				
Students enrolled in high school credit courses (grades 7 & 8)	7.1%	Down from 7.5%	14.7%	14.6%
Retention rate	3.4%	Down from 5.2%	3.0%	3.0%
Attendance rate	97.2%	Up from 96.9%	95.9%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.9%		6.2%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.0%		5.3%	5.3%
Eligible for gifted and talented	19.4%	Up from 19.1%	17.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	20.6%	Up from 18.5%	14.7%	13.9%
Older than usual for grade	4.1%	Down from 5.7%	3.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Down from 2.2%	1.1%	0.9%
Annual dropout rate	0.3%	No change	0.0%	0.0%
Teachers (n= 58)				
Teachers with advanced degrees	48.3%	Down from 49.1%	48.3%	48.7%
Continuing contract teachers	91.4%	Up from 89.5%	87.5%	81.7%
Highly qualified teachers**	90.4%	N/A	90.4%	90.4%
Teachers with emergency or provisional certificates	3.8%		4.2%	5.3%
Teachers returning from previous year	93.8%	Up from 88.3%	88.1%	85.1%
Teacher attendance rate	94.8%	Up from 93.6%	94.8%	94.8%
Average teacher salary	\$41,557	Up 1.8%	\$41,063	\$40,566
Prof. development days/teacher	12.9 days	Up from 12.7 days	10.8 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.3
Student-teacher ratio in core subjects	22.2 to 1	Up from 20.8 to 1	22.3 to 1	21.3 to 1
Prime instructional time	90.4%	Up from 89.4%	89.5%	89.3%
Dollars spent per pupil*	\$5,582	Up 6.1%	\$5,672	\$5,821
Percent of expenditures for teacher salaries*	66.1%	Up from 56.8%	62.5%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	79.7%	Down from 94.3%	95.0%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	91.0%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Nestled in the foothills of Oconee County, with approximately 880 students, Seneca Middle School (SMS) finished another productive year in challenging the minds of its students. SMS continued and implemented numerous programs to meet the needs of the students, to make strides towards achieving Adequate Yearly Progress and to make sure NO CHILD IS LEFT BEHIND. Terrific Six was continued in all math classes to help with daily review of PACT skills. Fantastic Five was implemented later in the year to replace Terrific Six. Skills Bank was also continued to give additional help in math and ELA remediation based on the individual student's needs. DOL (Daily Oral Language) was continued in all Language Arts classes. Two PACT Coaches were hired to offer remediation and tutorial classes to students scoring below basic on PACT. More teachers were trained to teach the APO Hubs kits therefore increasing the number of students to experience an inquiry-based curriculum. An online career database was purchased for students to use at home and/or at school via the internet. Classroom teachers and Library Media Specialist correlated information in literacy and technology skills by grade level. Implementation of book talks and discussion groups were in all grades to encourage reading. Best Practices techniques were implemented in instruction to enhance student learning. Numerous opportunities were provided for students to do research-based projects using library media center resources and the Internet, many of which resulted in PowerPoint presentations.

PAWS (Providing Advancement With Standards) was another class added to help increase PACT scores. Robotics and Project Lead The Way (both to cultivate problem-solving skills with hands-on activities and the use of technology in creative ways) are still a part of our curriculum to challenge our students' minds.

Several community-based agencies such as the Paxen Program (which helps students with reading and math skills, homework assistance and business perspective and life skills), the Communities in Schools program (an after school tutorial program), and the MAPPS Program (which incorporates healthy family planning, life skills, values, effective communication, and healthy relationships) aided in SMS's mission by providing challenging and meaningful educational experiences. SMS worked with Clemson University and Southern Wesleyan University and placed many of their students for student teaching, pre-service observations, and various other course requirements.

SMS students continue to achieve in academics, athletics, and the performing arts. Several students were selected winners of local, district, and statewide writing contest. SMS's football C-Team posted its 3rd undefeated season. The boys' basketball team was undefeated and also took 1st place in the Big 4 Little 4 county tournament. The girls' team came in second. Honors Chorus, Band, and Strings students received superior and excellent ratings in various competitions.

The cooperation of the school, home, community, and business make a difference at SMS.

Gene E. Williams, Principal
Council

Tommy Sluder, Chair, School Improvement

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	246	94
Percent satisfied with learning environment	76.9%	76.1%	76.1%
Percent satisfied with social and physical environment	92.5%	80.7%	69.9%
Percent satisfied with home-school relations	77.5%	90.6%	57.6%

*Only students at the highest middle school grade level at this school and their parents were included.